Transitional Colorado Assessment Program (TCAP)
Assessment Framework
Grade 3 Writing

The assessment frameworks specify the content that will be eligible for assessment in the 2012 and 2013 TCAP by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS) during the next two years as a gradual approach to statewide measuring of student achievement of the new standards.

Please remember that the TCAP frameworks, and thus TCAP, are not inclusive of **all** of the CAS. **Districts should, however, still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.**

The frameworks are organized as indicated in the table below:

Standard	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
Benchmark	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Specific knowledge and skills eligible for inclusion on TCAP for each Grade level.	Provides the code(s) from the Colorado Academic Standards (CAS) that correspond(s) to the assessment objective.	Provides the text from the CAS which correspond(s) to the assessment objective.	Provides clarifying information.

The following may assist in understanding the revised frameworks:
- As the new standards are mastery based, any assessment objective that is aligned to a standard from the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.

- A CAS may be aligned to multiple assessment objectives. To ensure a reasonable document length per grade, some instances of multiple CAS alignments have been omitted.

- Unlike other content areas, there are no assessment objectives, or parts of assessment objectives, without CAS alignment that will continue to be assessed. Therefore, a table comprised of continued content is not included in this framework.

- Assessment objectives and parts of assessment objectives that will no longer be assessed have been struck through and are included in the revised frameworks for purposes of comparison to the prior frameworks only.

- An assessment objective may be aligned to a CAS that includes additional skills which exceed the assessment objective's expectations. In these instances, the TCAP will not assess the additional skills from the CAS; however, districts should still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.

- A key to the CAS Alignment Code can be by following this link:
  http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf

Standard 2	Students write and speak for a variety of purposes and audiences.		
Benchmarks	• Generating topics and developing ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation); • Organizing their speaking and writing, choosing vocabulary that communicates their messages clearly and precisely; • Revising and editing speech and writing; and • Creating readable documents with legible handwriting or word processing at the appropriate time.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Write in a variety of modes such as: short personal narratives, friendly letters, and brief expository pieces (informational paragraph or how-to paragraph) for the purpose of informing or explaining to a variety of audiences.	RWC10-GR.3-S.3-GLE.1-EO.b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)	
	RWC10-GR.3-S.3-GLE.2-EO.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)	
b. Organize writing with a beginning, middle, and end; or with main ideas and supporting details.	RWC10-GR.3-S.3-GLE.1-EO.a.ii	Provide reasons that support the opinion. (CCSS: W.3.1b)	
	RWC10-GR.3-S.3-GLE.1-EO.a.iv	Provide a concluding statement or section. (CCSS: W.3.1d)	
	RWC10-GR.3-S.3-GLE.1-EO.b.i	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)	
	RWC10-GR.3-S.3-GLE.1-EO.b.iii	Use temporal words and phrases to signal event order. (CCSS: W.3c)	
	RWC10-GR.3-S.3-GLE.1-EO.b.iv	Provide a sense of closure. (CCSS: W.3.3d)	
	RWC10-GR.3-S.3-GLE.2-EO.a.i	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)	
	RWC10-GR.3-S.3-GLE.2-EO.a.ii	State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)	

Standard 2	Students write and speak for a variety of purposes and audiences.		
Benchmarks	- Generating topics and developing ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation); - Organizing their speaking and writing, choosing vocabulary that communicates their messages clearly and precisely; - Revising and editing speech and writing; and - Creating readable documents with legible handwriting or word processing at the appropriate time.		
Continued… b. Organize writing with a beginning, middle, and end; or with main ideas and supporting details.	RWC10-GR.3-S.3-GLE.2-EO.a.iii	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)	
	RWC10-GR.3-S.3-GLE.2-EO.a.v	Provide a concluding statement or section. (CCSS: W.3.2d)	
	RWC10-GR.3-S.3-GLE.3-EO.d	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)	
c. Use appropriate choice of words to communicate clearly.	RWC10-GR.3-S.3-GLE.3-EO.d	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)	
	RWC10-GR.3-S.3-GLE.3-EO.d.i	Choose words and phrases for effect. (CCSS: L.3.3a)	
d. Assessed in Standard 3, Benchmarks 3.d.1 and 3.d.2.			
e. Create a legible document.			Not explicitly referenced in the CAS at 3rd grade or below.

Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.		
Benchmarks	- Knowing and using subject/verb agreement; - Knowing and using correct modifiers; - Knowing and using correct capitalization, punctuation, and abbreviations; and - Spelling frequently used words correctly using phonics rules and exceptions.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Not assessed at this level.			Not assessed at this level.
b. Use correct grammar (noun and simple verb).	RWC10-GR.3-S.3-GLE.3-EO.e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	RWC10-GR.3-S.3-GLE.3-EO.e.v	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (CCSS: L.3.1e)	
	RWC10-GR.3-S.3-GLE.3-EO.e.vi	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	

Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.		
Benchmarks	• Knowing and using subject/verb agreement; • Knowing and using correct modifiers; • Knowing and using correct capitalization, punctuation, and abbreviations; and • Spelling frequently used words correctly using phonics rules and exceptions.		
c. Write in complete sentences.	RWC10-GR.3-S.3-GLE.3-EO.e.ix	Produce simple, compound, and complex sentences. (CCSS: L.3.1i)	
	RWC10-GR.3-S.3-GLE.3-EO.e.x	Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	
d. 1. Use capitalization at the beginning of sentences, for proper nouns, and for the pronoun "I".	RWC10-GR.3-S.3-GLE.3-EO.f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
	RWC10-GR.3-S.3-GLE.3-EO.f.i	Capitalize appropriate words in titles.	
d. 2. Use correct punctuation to end sentences (such as the period, question mark, and exclamation mark).	RWC10-GR.1-S.3-GLE.2-EO.b.iii	Use end punctuation for sentences. (CCSS: L.1.2b)	
	RWC10-GR.3-S.3-GLE.3-EO.f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
e. Use correct spelling of age-appropriate high-frequency words, regular plurals, and phonetic spelling for difficult words.	RWC10-GR.3-S.3-GLE.3-EO.f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
	RWC10-GR.3-S.3-GLE.3-EO.f.v	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (CCSS: L.3.2e)	